

RENAISSANCE PUBLIC CHARTER SCHOOL

Sponsoring District: Moscow Public School District

LOCATION: Moscow	OPENING DATE: September 1, 1999
GRADE LEVELS: K-12	STUDENT/FT TEACHER RATIO: 15:1 STUDENT/ADULT RATIO: 10:1
ADMISSIONS POLICY: Open enrollment on a space available basis to residents of the Moscow School District and beyond, as space permits. Lottery to determine enrollment if applications exceed spaces.	
STUDENT ORGANIZATION: Multi age, multi grade crews (active learners)	
FACILITY: <input type="checkbox"/> Permanent <input checked="" type="checkbox"/> Temporary (modular classrooms)	
STUDENT PROFILE: Asian/PacIs: 0 % Free/reduced lunch eligibility: 47% Black: 2% Special needs: 5% Hispanic: 0% LEP: 0% Native American: 0% Title I: 10% White: 98% Children of organizers: 0% Males: 57% Females: 43%	
MISSION: Through community-wide collaboration, Renaissance Public Charter School is an innovative, research-based model charter school for the state of Idaho, complementing and enhancing the educational programs of the Moscow Public School District, developing students' multiple frames of knowledge through integrated, experiential learning opportunities, providing a technology-rich environment, and empowering students to become life-long learners and leaders in the 21 st century.	

EDUCATIONAL PROGRAM	Check all characteristics that can be used to describe your school's program.		<input checked="" type="checkbox"/>
	Block Scheduling	<input checked="" type="checkbox"/>	Multiage/Grade <input checked="" type="checkbox"/>
	Character Instruction	<input checked="" type="checkbox"/>	Multiple Intelligences <input checked="" type="checkbox"/>
	Core Knowledge	<input checked="" type="checkbox"/>	Service Learning <input checked="" type="checkbox"/>
	Extended Year/Day	<input type="checkbox"/>	Technology As Major Focus <input checked="" type="checkbox"/>
	Foreign Language At All Grades	<input checked="" type="checkbox"/>	Thematic/Interdisciplinary <input checked="" type="checkbox"/>
	Hands-On	<input checked="" type="checkbox"/>	Year-Round <input type="checkbox"/>
	Individual Education Plans	<input checked="" type="checkbox"/>	Project Based <input checked="" type="checkbox"/>
	Characteristics, courses (including college prep), and/or instructional strategies that are unique to your program: Multiple Intelligences and Expeditionary Learning/Outward Bound are instructional strategies. The use of abundant, Internet accessible computers and other technology supports student learning. We offer: Suzuki strings for elementary students Chorus for all students Spanish taught to all grades by a native speaker Daily physical education/outdoor education for all students Art and technology classes for secondary students Work experience for high school students		
	Check all assessments that your school uses to gauge student performance.		<input checked="" type="checkbox"/>
	Idaho Reading Indicator	<input checked="" type="checkbox"/>	ACT <input type="checkbox"/>
	Direct Writing Assessment	<input checked="" type="checkbox"/>	SAT <input type="checkbox"/>
	Direct Mathematics Assessment	<input checked="" type="checkbox"/>	(ACT) COMPASS <input type="checkbox"/>
	Direct Science Assessment	<input type="checkbox"/>	(ACT) PLAN <input type="checkbox"/>
	Direct Social Studies Assessment	<input type="checkbox"/>	PSAT <input type="checkbox"/>
	Iowa Test of Basic Skills	<input checked="" type="checkbox"/>	Portfolios <input checked="" type="checkbox"/>
	Test of Achievement and Proficiency	<input checked="" type="checkbox"/>	Individual Education/Learning Plans <input checked="" type="checkbox"/>
	Nat'l Assessment of Education Progress	<input type="checkbox"/>	School Criterion Referenced Tests, Scoring Standards, and NWEA MAP Testing aligned with Idaho Standards <input checked="" type="checkbox"/>
	STAR and Accelerated Reading and Mathematics	<input checked="" type="checkbox"/>	
	Describe how, if at all, your school uses standardized tests for formative purposes to guide instruction, etc: Standardized test data is used to compare our students with the Idaho and district populations, to the extent that a non-statistically significant population size can be analyzed. Standardized test data gives a sense of student academic growth over time. Criterion referencing and performance standards aligned with academic standards are used to guide instruction.		
	Award/Honors offered to students: A variety of classroom awards and public recognition (displays, celebrations) for work products/portfolios, performances, and service are offered to students.		

STUDENT ACHIEVEMENT DATA

Required Achievement Test	Grade Levels 3 rd through 8 th
Iowa Test of Basic Skills (ITBS) Grade 3-near state average Grade 4-above state and district average Grade 5-above state average Grade 6-above state and district average Grade 7-above state and district average Grade 8-above state and district average	<i>On composite core, school norms Scores remain consistent grade-to-grade</i>
Test of Achievement and Proficiency Grade 9-above state and near district average Grade 10-near state average (3 students) Grade 11-below state average (6 students)	9 th , 10 th and 11 th <i>On composite core, school norms</i>
Direct Writing Assessment (DWA) Grade 4-2.2 (2 students) Grade 8-3 (4 students) Grade 11-2 (2 students)	4 th , 8 th and 11 th <i>3 is proficient</i>
Direct Mathematics Assessment (DMA) Grade 4-2.5 (2 students) Grade 8-3.1 (4 students)	4 th and 8 th <i>3 is proficient</i>
Idaho Reading Indicator (IRI) Kindergarten-100% at grade level Grade 1-50% at/50% near Grade 2-75% at/25% near Grade 3-60% at/20% near/20% below Exceeded state in all grade levels in winter testing.	K through 3 rd <i>At grade level=3 Near grade level=2 Below grade level=1</i>
Idaho State Exiting Standards and Benchmark Test	<i>Will be required once implemented</i>

PERFORMANCE GOALS:	Level of Accomplishment	Information Source
◆ Provision of a safe environment	Exceeded Met Partially Met Did Not Address	<i>Serious behavior incidents significantly decreased over the course of the year.</i>
◆ Charter school will empower educators at the school to maintain classroom discipline	Exceeded Met Partially Met Did Not Address	<i>Training in Love and Logic and Positive Discipline and training in addressing multiple learning styles.</i>
◆ Improved student communication	Exceeded Met Partially Met Did Not Address	<i>Average of weekly Director Updates, individual and bi-quarterly progress reports, quarterly Learning Plans, weekly folders, student homework agendas, frequent updating of website (including student work and teacher newsletters).</i>
◆ Preparation of students for post secondary educational programs and work force.	Exceeded Met Partially Met Did Not Address	<i>Academic program. Access to Career Trek and Career Information System for all secondary students Collaboration with Job Service and local businesses for work experience, service learning in community and with service organizations.</i>
◆ Training of students in current educational technology.	Exceeded Met Needs Improvement Did Not Address	<i>1.5 students per PC or laptop. DSL Internet connection. Microsoft Office Pro 2000 as standard on machines. Video and digital camera. Scanner. TV/VCR/overhead/TV-computer link per classroom.</i>
◆ Development of student character traits.	Exceeded Met Partially Met Did Not Address	<i>The values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work are emphasized and enforced. The rules in the student handbook are enforced. ELOB design principles are posted and used. Student discipline and suspension referrals declined over the course of the year.</i>
◆ Stable charter school enrollment.	Exceeded Met Partially Met Did Not Address	<i>The current year enrollment has remained quite stable. There is a waiting list as of May 1 of 20 students, with additional inquiries.</i>
◆ Documented community satisfaction with the charter school	Exceeded Met Partially Met Did Not Address	<i>Parents have expressed satisfaction to staff, other parents, and the community. Parents have written letters of support. We did not administer a mid-year survey at the request of NWREL in order to avoid duplication of effort.</i>

GOVERNANCE		Highlight One: P=Parent S=Staff ST=Student CM=Community Member				Length of time in current position		Highlight One: E=Elected A=Appointed		Responsibilities of each individual		
	Board of Directors See Board Responsibilities,, pages 14-15in charter on website- www.rcsk12.com.. Director, business manager, teacher representative serve as ex-officio members of the Board of Directors.	P	S	ST	CM	2	E	A	President			
		P	S	ST	CM	2	E	A	Vice-President			
		P	S	ST	CM	2	E	A	Past President			
		P	S	ST	CM	2	E	A				
		P	S	ST	CM	2	E	A				
		P	S	ST	CM	9 mo	E	A				
		P	S	ST	CM	7 mo	E	A				
	<div>❖ Number of board members that are current business partners of school personnel: 0</div> <div>❖ Number of board members related to school personnel: 0</div> <div>❖ Frequency with which the board convenes: Generally, one to two meetings per month</div> <div>❖ General meeting times: 5:45 until 8:15</div> <div>❖ Describe how meetings are posted to the public: in Director updates to all families, usually twice, posted in office and other sites in the community.</div>											
		Title				Length of time in current position		Also teaches in classroom		Responsibilities of each individual		
	Administration	Director				9 mths		Y N		Description on page 16-17 of charter. General oversight and responsibility for total operation.		
		Business Manager				2 years		Y N		Financial responsibility and logistical support.		
	Name				# P	# S	# ST	# CM	Responsibilities of each committee			
Committees	Community Affairs, Finance, and Grounds and Facilities Committees have been active this year.								See page 15 of Charter on website-www.rcsk12.com. Two individuals (parent/staff) coordinate each committee, with varying additional members (parents/staff/community members/students), as the needs dictate. Responsibilities are determined by the status of school goals determined by the Board of Directors.			

FINANCIAL	1999-2000	2000-2001
Estimated Cost Per Student	\$6,880	\$ 8,520 (average-55 students)
Operating Budget	\$495,326.00	\$ 468,605
Sources Of Funding	<p>Check all that apply:</p> <p><input checked="" type="checkbox"/> State/District</p> <p><input type="checkbox"/> Local Tax Revenues</p> <p><input checked="" type="checkbox"/> Grants <input checked="" type="checkbox"/> Donations</p> <p><input type="checkbox"/> Other</p> <p>Additional Federal Funding:</p> <p>♦ Students identified <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>♦ If yes, receiving all funding or services as qualified: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know</p> <p>♦ Describe how funding is utilized: To contract for services for those students</p>	<p>Check all that apply:</p> <p><input checked="" type="checkbox"/> State/District, \$340,000 base support</p> <p>Enhancement \$:</p> <p><input type="checkbox"/> Technology</p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> Gifted/Talented</p> <p><input type="checkbox"/> LEP</p> <p><input checked="" type="checkbox"/> Other-Special Education-Receive VIB. Do not receive Special Education professional development. Receive some information about training.</p> <p><input type="checkbox"/> Local Tax Revenues \$ 0</p> <p><input checked="" type="checkbox"/> Grants \$126,105</p> <p><input checked="" type="checkbox"/> Donations \$300</p> <p>Additional Federal Funding:</p> <p>♦ Students Identified <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>♦ If yes, receiving all funding or services as qualified: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Don't Know</p> <p>Receiving partial services for Title I</p> <p>♦ Describe how funding is utilized: Title II, IV, VI fpr professional development. Do you participate in district discussion on how to spend federal dollars? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No, district decides how funds/services will be shared.</p>
Debt	None	None as of 5 /01/01

OTHER		1999-2000	2000-2001
Student Attendance Rate		90%	90%
Student Discipline			# suspensions to date: 33.5 21% of students: 2 students accounted for half of the suspensions. 2 other students with multiple suspensions dropped out. Frequency of office referrals has dramatically declined since October. # expulsions to date: 0 % of students: All students work with Director and appropriate staff to improve their behavior choices. # of referrals to date: 2 4 % of students: Positive Behavior Supports Program
Student Enrollment		Total: 72 Waiting List: 0	Total: 55 Waiting List: 20 and growing
Number Of Students Leaving Mid-Year		#: 6 Reasons For Leaving: 5 returned to school district 1 returned to home	Reasons For Leaving: 1= # Dropped out 4= #Obtaining GED 5 =# Transferred 7= #Moved away 12=# Enrolled mid-year, with 2 more expected
High School Only	Graduation Rate	Not stated	<i>No graduates. The two seniors planned before the year started to shift to the high school second semester to graduate with high school peers.</i>
	Dual Enrollment	% In College: 0 % In District Academic: 0 Non-Acad.: 0.014%	Academic 1 student from last year obtained a GED and is attending college in Moscow. Extracurricular % In District .06 (chorus and band)
Staff Development Opportunities		Expeditionary Learning Outward Bound	Multiple Intelligences ELOB Discipline Standards/Assessments

OTHER <i>continued</i>	1999-2000	2000-2001
Teacher Qualifications	# FT: 3 # PT: 7 # Certified: 6 # Waivers: 3 Avg. Teaching Experience: 4 Years # with MA Degree: # Teaching In Areas Outside Endorsements: 0	# FT: 5 # PT: 5 # Special Ed Endorsements: 1 # Non-Certified Giving Instruction: Approved waivers through state 3 Avg. Teaching Experience: 7 Years # with MA Degree: 6 # Teaching In Areas Outside Endorsements: 0
Number of Departing Staff	#: 3 Reasons For Leaving: 2 budget cuts 1 resignation	#: 1 Reasons For Leaving: Resigned, needed back surgery.
Parent Involvement	Types of Involvement: ➤ committees ➤ class volunteers	Hours/month: average of 254 Types Of Involvement: Develop activity field, campus plantings, field trips, classroom volunteers, maintenance/repair, moving furniture, recycling, recess duty, office help, errands, custodial work, construction, carpentry, fundraising. Estimated number of parents participating: 30
Other Volunteers (e.g. Community Involvement)	800 Total Hours/Year 200 Classroom Hours/Year <input checked="" type="checkbox"/> Estimated <input type="checkbox"/> Recorded	2,290 Total Hours/Year 1,900 Classroom Hours/Year Business Partnerships: Moscow Chamber of Commerce Palouse Local Partnership STW University of Idaho Palouse-Clearwater Environmental Institute Moscow Job Service Latah Community Volunteer Center

OTHER <i>continued</i>	1999-2000	2000-2001
Transportation		Drive/Are driven in private cars: 60% Public transportation: 0% School bus/District transport: 10% Walk/Bike: 30% Other: 0%
Lunch		Hot lunch provided for students <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No # times per week: 5 (free/reduced lunch will be offered next year)
Other Services		Counseling Resources sought for individual needs through the University of ID. Special Education <input checked="" type="checkbox"/> On site <input type="checkbox"/> Through district Work through the Center on Disabilities and Human Develop. Received a Results-Based grant for inclusion program for the 2001-2004 school years through the Idaho SDE.